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ABSTRACT

This list of recommended books and monographs was compiled by the Far West Laboratory for Educational Research and Development during a project designed to develop and test procedures to evaluate and disseminate information on training of education research and development (R&D) personnel. The purpose of the bibliography is to provide guidance for the acquisition of a core collection on training in the areas of theory and practice of educational research, development, diffusion, and evaluation. Its content is sociopsychological, reflecting current disciplinary foundations of educational R&D. Major content areas include planning and management; R&D theory and concepts; R&D process; R&D methodology; diffusion and change; evaluation; objectives and outcomes; tests and measurement; statistics; media; and R&D personnel and training. The majority of the listed items are available from publishers or other distributors. A few out-of-print items have been cited because they are considered unusually valuable. (Author/DDO)

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DESIGN OF A PERSONNEL AND TRAINING INFORMATION SYSTEM FOR EDUCATIONAL R&D PERSONNEL

RECOMMENDED BOOKS AND MONOGRAPHS

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PREFACE

In July 1972, the Far West Laboratory for Educational Research and Development initiated a project designed to develop and test procedures to evaluate and disseminate information on training of educational R&D personnel. During the Planning Phase of the project, a collection of over 1,000 items (e.g., books, monographs, journal articles, ERIC abstracts and citations, other references, microfiches, and instructional materials) was assembled to provide an experimental file. Later, during the Preliminary Design Phase, over 200 of these items were abstracted for use in pilot testing alternative dissemination methods. Six deliverable by-products have resulted from these activities: (1) A Source Book of Educational RDD&E Literature, (2) A Source Book of Educational RDD&E Case Studies, (3) Catalogue of Educational RDD&E Instructional Materials, (4) Educational RDD&E Personnel and Training Abstracts, (5) Recommended Journals and References, and (6) Recommended Books and Monographs. This document represents the sixth item.

This list of recommended books and monographs, along with the list of recommended journals and references, has been created to provide guidance for the acquisition of a "core" collection on training in the area of theory and practice of educational research, development, diffusion, and evaluation (RDD&E).

The content of this list has a decidedly social-psychological bias, reflecting current disciplinary foundations of educational R&D. Major content areas include: (1) educational R&D roles, policy, strategy and organization, (2) R&D planning and management, (3) R&D theory and concepts, (4) R&D process, (5) R&D methodology, (6) diffusion and change, (7) evaluation, (8) objectives and outcomes, (9) tests and measurement, (10) statistics, (11) media, and (12) R&D personnel and training.

Educational subject matter (e.g., curriculum, administration, financing, facilities, personnel) has been deliberately excluded on the assumption that the R&D training collection would draw from larger educational libraries to meet information needs in these areas. Similarly, a number of possibly relevant disciplinary areas (e.g., history, philosophy, biology, human nutrition, architecture, law) have not been included. Such areas are undoubtedly pertinent to education problems, but are rarely considered part of the educational R&D training curriculum. If a "stand-alone" collection must be created, however, selected holdings on education and related disciplines should be obtained.

Major headings were selected to correspond to commonly recognized categories in R&D course offerings and bibliographic classifications. Originally we attempted to create sharper distinctions between the research and the development categories. Since many of the recommended titles treat both subjects, we have employed the "R&D" combination to avoid arbitrary assignment to either research or development.

The subject areas of objectives and outcomes, tests and measurement, and statistics are sometimes associated with the content of research, development or evaluation. These are treated as separate categories. The area of media is most directly related to development of instructional products. The two areas have been separated, however, to set general instructional product development apart from more specific development areas, such as, instructional films, programmed instruction, or educational games.

The R&D personnel and training area is a distinct category. It includes documents dealing specifically with research on the educational R&D process, personnel requirements, supply and demand, training models and programs. The personnel and training category suggests the "structure" for which the other areas provide the "curriculum content."

The majority of the listed items are available from publishers or other distributors. A few out-of-print items have been cited because they were considered unusually valuable. If an item has been published by more than organization, the most accessible source is identified. The 1972 issue of Books in Print is the source of most price information. In a few cases, the price information may be out of date. If an item is available in both cloth and paperback editions, both prices are noted.

The rationale, criteria and method for selecting items have been described in detail elsewhere (Hood, July 1973, pp. 1-11). Stated briefly, we have recommended a collection which should aim at quality, rather than comprehensiveness, and which should be responsive to users needs and NIE policy requirements, rather than passively representative of what is conveniently available. Effort was made to "balance" the collection among major areas, to provide adequate holdings in less well-documented areas and, especially, in high-need areas (e.g., evaluation), and to select specific items within a content area in terms of "marginal utilities."

Handbooks and collections of readings are included to provide "entry" pointed to a much broader range of content. Several "annual reviews" included in the Recommended Journals and References also serve this purpose.

This list is submitted only as a starter. We make no claims for comprehensiveness. Time and resources available were simply insufficient. The list is based on the experimental collection established during the early Design Phase of the project, but has been updated and enriched. It reflects primarily the judgment of the writer. There is more redundancy among items in some areas than our "marginal utility" rule would allow. Clearly, there are omissions. The subject areas we have attempted to encompass and the limited time available to search and evaluate items have prevented a more definitive work. Nevertheless, we believe the list will prove useful, if it is subjected to external review and criticism, preferably by several persons conversant with the several subject areas, and then refined. The design project's resources and time line have precluded this needed step.

Paul D. Hood

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EDUCATIONAL R&D

EDUCATIONAL R&D--ROLES, POLICY, STRATEGY

Bailey, S., & Mosher, E. ESEA: The Office of Education Administers A Law. Syracuse, N.Y.: Syracuse University Press, 1968. $10.00

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Gouldner, A. Explorations in Applied Social Science. In Gouldner, A. and Miller, S. M. (eds.) Applied Sociology. New York: Free Press, 1965. $8.95.

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Marschak, T. K., Glennan, T. K. Jr., and Summers, R. Strategies for R&D. New York: Springer-Verlag, 1967.

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Morphet, E. L., et al. Designing Education for the Future. New York: New York Citation Press, School Book Service.
No. 1. Prospective Changes in Society by 1980, 1967 . $3.25 LC 67-22887.

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Lazarsfeld, P. F., & Sieber, S. D. Organizing Educational Research: An Exploration. Englewood Cliffs, N. J.: Prentice Hall, 1964.

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Schutz, R. E. The Nature of Educational Development. Journal of Research and Development in Education, 3, 39-64, 1970.

Schutz, R. E. Research, Development and Improvement in Education. In Psychology in the Schools, 5, 303-309, 1968.

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* The relative dearth of pertinent books on educational R&D roles, policy and strategy and on R&D organizations prompted us to make an exception by listing relevant journal articles in these areas. Our recommendation is that these articles be copied and placed either in separate folders in an adjacent vertical file or in cardboard covers with the books and monographs.

EDUCATIONAL R&D--ORGANIZATION, R&D CENTERS, LABORATORIES

Bloom, B. S. Research and Development Centers: Promise and Fulfillment. Journal of Research and Development in Education, 1, (4), 181-189, 1968.

Boyan, N. J., & Mason, W. S. Perspectives on Educational R&D Centers. Journal of Research and Development in Education, 1, (4), 190-202, 1968.

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Chase, F. S. The R&D Institutional Base: What More is Needed? Journal of Research and Development in Education, 2, (4), 19-27, 1969.

Findley, W. G., & Wittrock, M. C. (eds.) USOE Research and Development Centers: An Assessment. Journal of Research and Development in Education, (Entire Issue), 1, (4), Summer, 1968. $2.00

Freed, M. N. The Regional Education Laboratories: Bane or Benefit? School and Society, 95, (2298), 494, 1967.

Stockton, R. (ed.) Organization for Research: New Patterns, New Perspectives. Journal of Research and Development in Education, (Entire issue), 5, (4), Summer, 1972. $2.00

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Ackoff, R. A Concept of Corporate Planning. New York: Interscience Publishers, Inc., 1970.

Bonini, C. P. (ed.) Management Controls: New Directions in Basic Research. New York: McGraw-Hill Book Co., 1964

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Andrew, G. M., & Moir, R. E. Information--Decision Systems in Education. (Management Series in Education No. 1) Itasca, Ill.: F. E. Peacock Publishers Inc., 1970. Text ed. $3.95

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Bush, G. P., & Hattery, L. H., (eds.) Scientific Research: Its Administration and Organization. Washington, D. C.: American University Press, 1950. $4.00.

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Dean, B. V. Evaluating, Selecting, and Controlling R&D Projects. Research Study 89. New York: American Management Association, 1968.

Evans, G. C. Supervising R&D Personnel. New York: Management Association, Inc., 1969.

Hayes, S. P. Measuring the Results of Development Projects. New York: UNESCO Monograph in Applied Social Sciences, 1959.

Hodges, C. S. Measuring Educational Research Quality and Its Correlates. New York: Bureau of Applied Social Research, Columbia University, 1967.

Lipetz, B. The Measurement of Efficiency of Scientific Research. Carlisle, Mass.: Intermedia, Inc. $9.00 LC 65-23581.

Mason, E. J. On the Appropriate Size of a Development Program. AMS Press, 1964. $7.50

Rosenberg, H. H., & Bain, H. M., Jr. Program Planning for Research and Development in the Navy. New York: Washington Research Office, Syracuse University, 1964.

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Weschler, I. R., & Brown, P. (eds.) Evaluating Research and Development. Los Angeles: Institute of Industrial Relations, University of California, 1953.

Yovito, M. C. et al. (eds.) Research Program Effectiveness. New York: Gordon & Breach, Science Publishers, Inc., 1966.

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Alkin, M. C. Evaluating Cost-Effectiveness of International Programs. Los Angeles: U.C.L.A., Center for the Study of Evaluation, 1969.

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*The relative dearth of pertinent books on educational R&D roles, policy and strategy and on R&D organizations prompted us to make an exception by listing relevant journal articles in these areas. Our recommendation is that these articles be copied and placed either in separate folders in an adjacent vertical file or in cardboard covers with the books and monographs.

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